

ProLEER Annual Meeting - March 26, 2015

Nathalia Mesa, Executive Director, aeioTU-Fundacion Carulla



Research to Practice: Sustaining High
Quality Interactions in
Early Childhood Education



aeioTÜ develops the potential of children

A wide-angle photograph of a large, modern, two-story building with a green metal frame and white panels. The building has large windows with white curtains. In the foreground, there is a green lawn where several children are playing. There are large red and orange exercise balls on the grass, and some children are sitting on a small wooden bridge. A tall, thin lamppost stands on the right side of the lawn. The sky is blue with white clouds.

aeioTU is a social enterprise working with public and private partners to provide high quality early childhood development (ECD) services to children since pregnancy until five years of age. Additionally, aeioTU accompanies other early childhood development centers and educators in their efforts to widen their knowledge and experience.

28 aeioTU centers

14,000 children

252 centers being trained



1. Pedagogical program
2. Scale
3. Commitment to evaluation and continuous improvement



Our focus

- A stable and strong team expert in the aeioTÜ educational experience
- Adequate infrastructures and materials
- A rich network of committed long-term partners

aeioTU Longitudinal Study

The objective of the aeioTU longitudinal study is to determine the effects of the AeioTU ECD program on beneficiary children in the short and medium term. This is a longitudinal study that started in 2010 and is ongoing.

Seeks to provide robust evidence in Latin-America about ECD program characteristics.

The aeioTU Longitudinal Study has been funded by the Jacobs Foundation, UBS Optimus Foundation, and the Inter-American Development Bank.

Research led by Professors Steve Barnett, Milagros Nores and Raquel Bernal.

Description

1,200 children (0-5 years) in 2 centers in the city of Santa Marta (Atlantic coast of Colombia) since 2010. Out of these, 600 are beneficiaries of the program and 600 correspond to the control group. Treatment assignment was random.

Schedule of the evaluation

Baseline and raffle to enter aeioTU:
July to September 2010 (Center 1)
October to December 2010 (Center 2)

First follow-up:
June to September 2011 (Center 1)
October to December 2011 (Center 2)

Second follow-up:
June to August 2012 (Center 1)
September to November 2012 (Center 2)

Third follow-up:
April 2013 (Center 1)
June 2013 (Center 2)

These results have been presented to aeioTU

Second follow-up assessment

18 to 20 months after the startup of the centers



- **30%** effect on weight per height.
The nutritional effects are more marked in children of mothers with higher education.

Important and stable cognitive positive effects, particularly in receptive vocabulary.



Program's positive effect of **60%** in receptive vocabulary for all the children, equal to a receptive verbal development improvement in aeioTU children in 10 months.

There is a positive effect of **90%** in vocabulary reported in the girls who attended the program, equal to a receptive verbal development improvement in 15 months.



In the children whose mothers have attained higher education, a positive effect of **90%** was observed in verbal development during program assistance; equal to a 16-month improvement in verbal development.

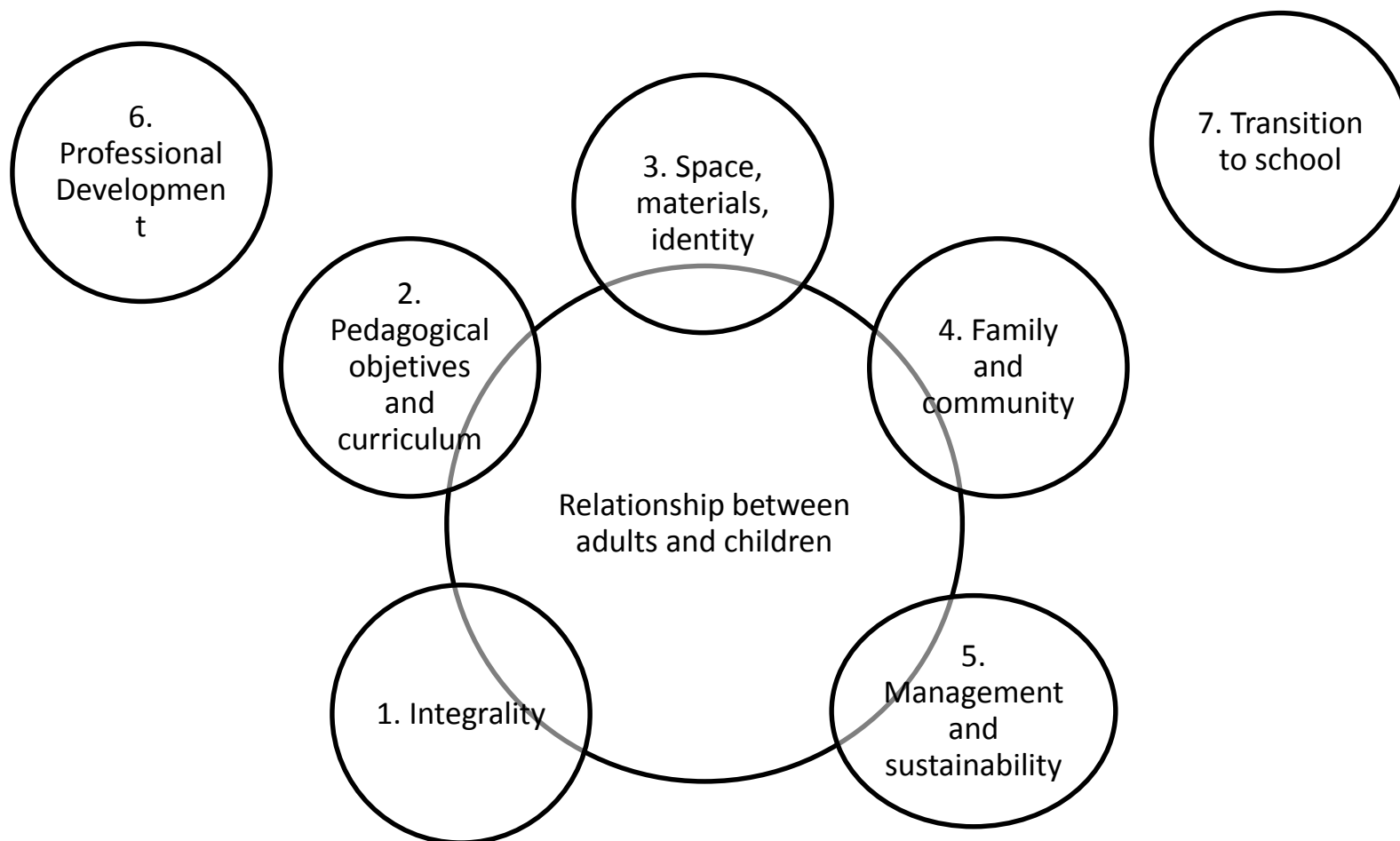


Families have higher expectation of their children and play more with their children.



Families participate more on community activities, vote more, are more tolerant to disabilities, and trust more their neighbors.





Back office providing support to the centers



aeioTU centers

Partnerships

Communications

Pedagogy

Administrative and Finance

Quality

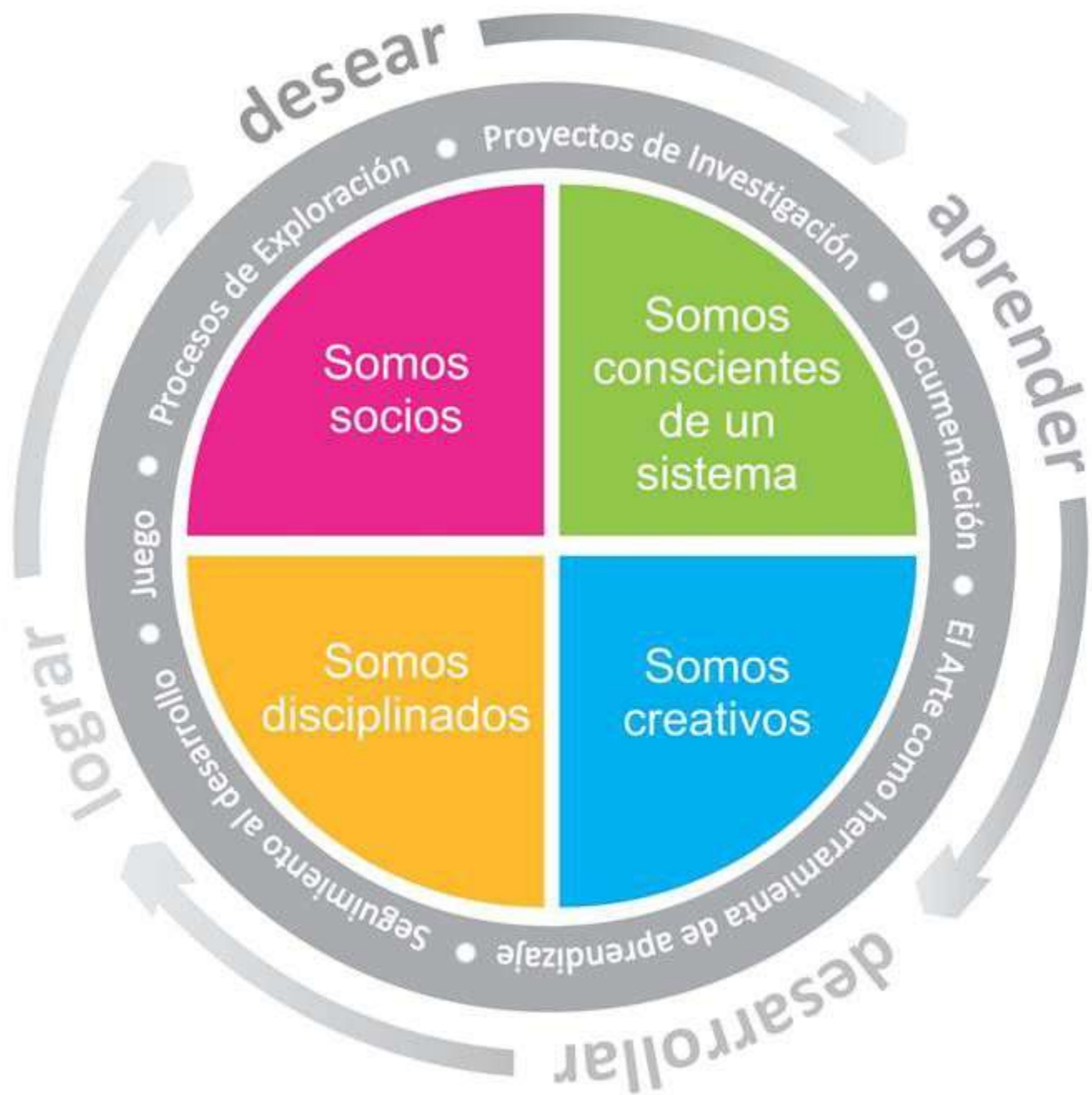


We created a pedagogical curriculum providing teachers with guidelines and resources to empower teachers and enhance children development.

It is a compilation of instruments designed to help us implement the aeioTU Educational Experience with quality, clarity and coherence.

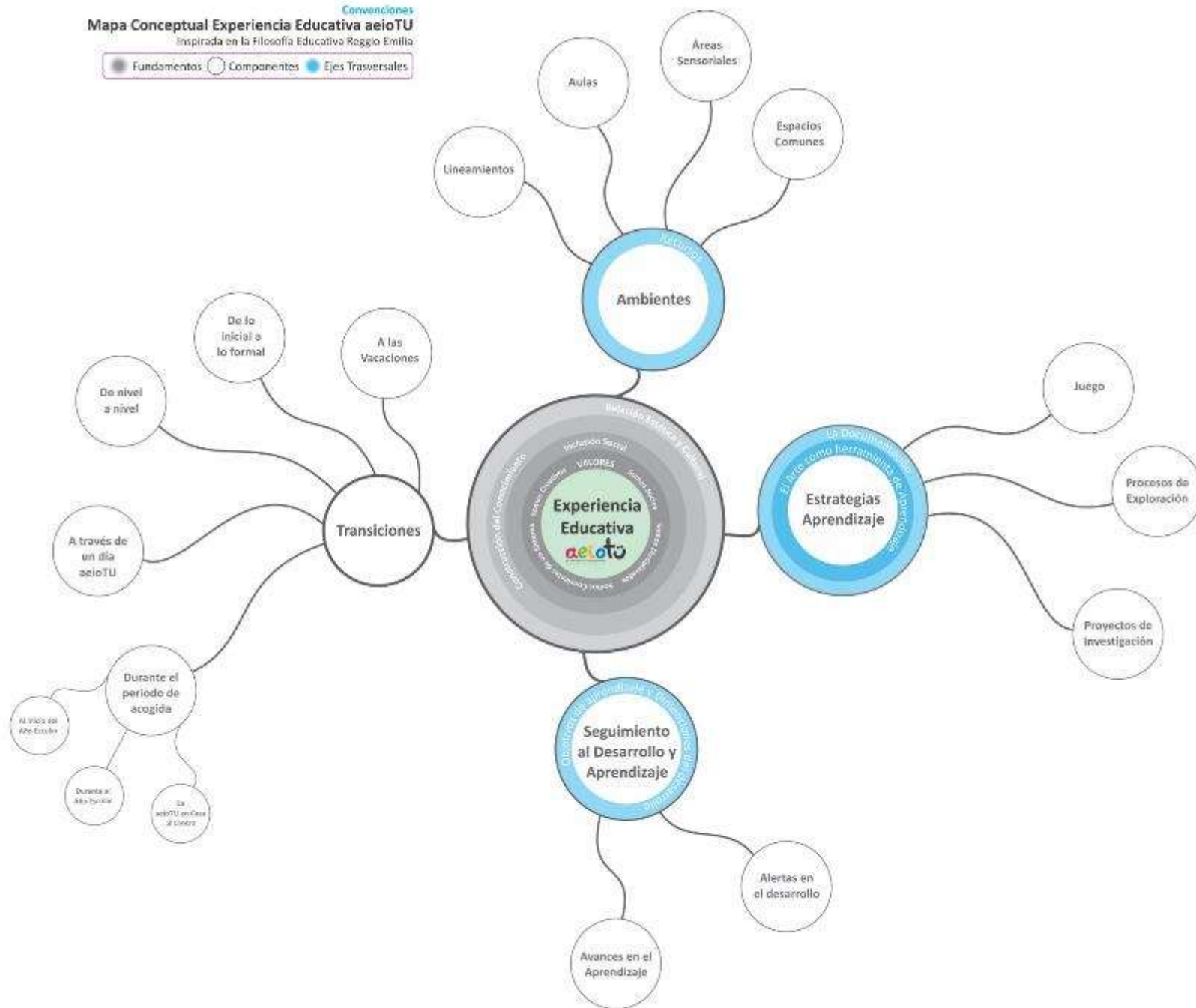
Inspired by the Reggio Emilia philosophy

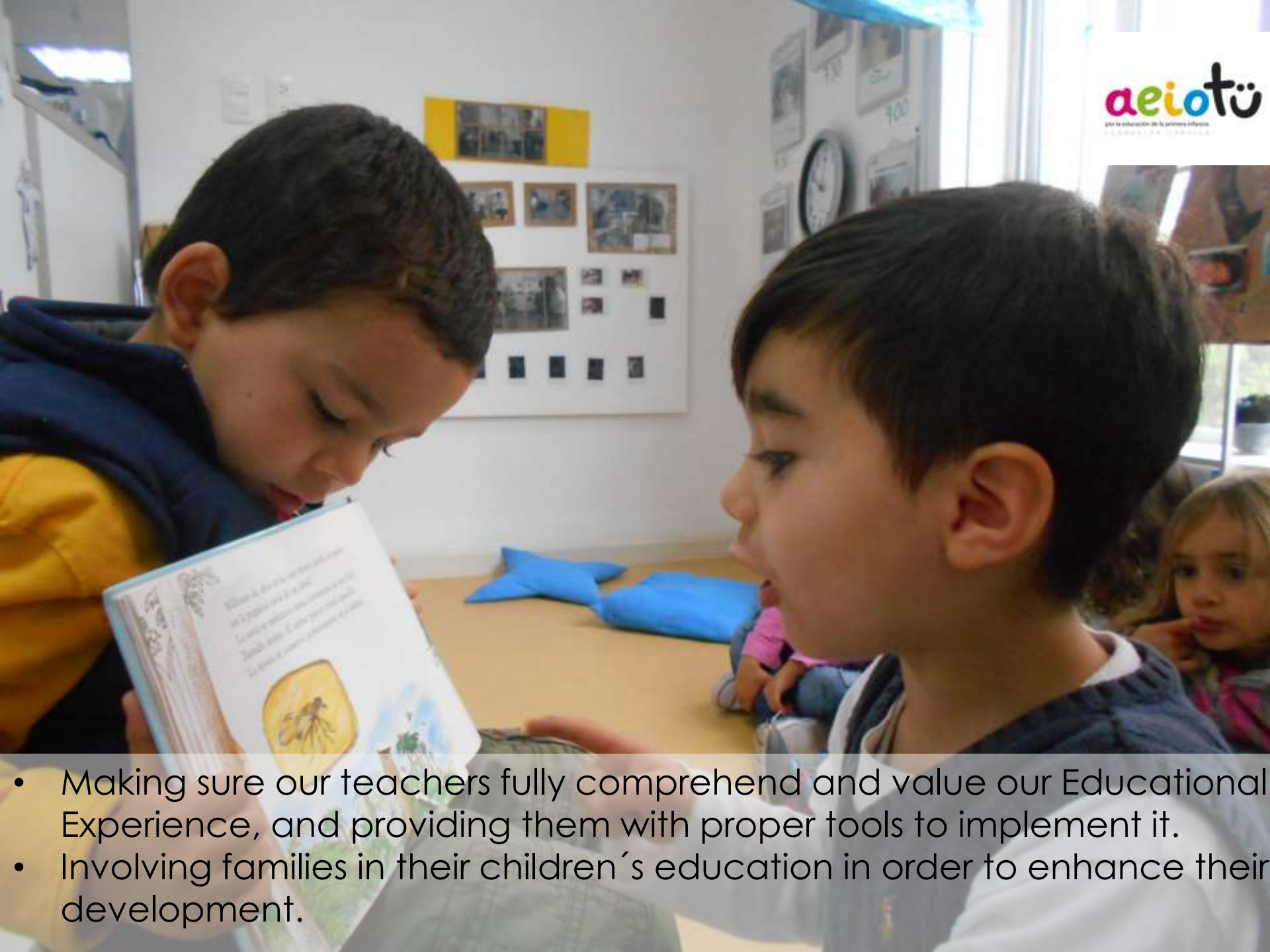




Mapa Conceptual Experiencia Educativa aeioTU
Inspirada en la Filosofía Educativa Reggio Emilia

● Fundamentos ● Componentes ● Ejes Transversales





- Making sure our teachers fully comprehend and value our Educational Experience, and providing them with proper tools to implement it.
- Involving families in their children's education in order to enhance their development.



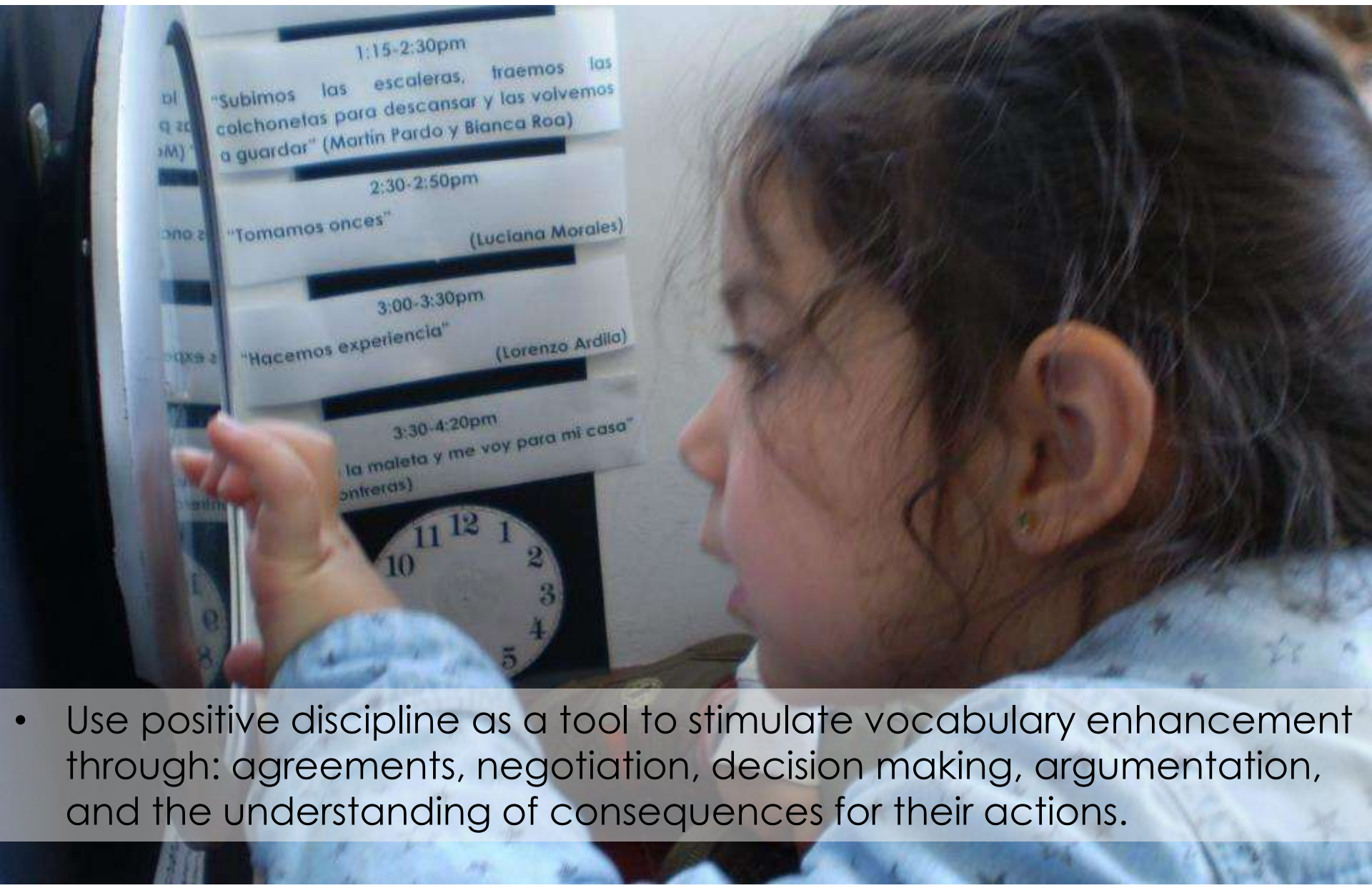
- Develop an intended, clear, loving and respectful dialogue with children.
- Use open questions and different pedagogical tools to encourage verbalization of the child.



- Story reading is made with emphasis in reading comprehension.
- Invite children to graphically represent what they understood from readings and share it with their friends



- Help children verbalize everyday actions occurring during their educational experiences.
- Offer verbal exercises to children who present challenges in pronunciation.



1:15-2:30pm
"Subimos las escaleras, traemos las
colchonetas para descansar y las volvemos
a guardar" (Martín Pardo y Bianca Roa)

2:30-2:50pm
"Tomamos onces" (Luciana Morales)

3:00-3:30pm
"Hacemos experiencia" (Lorenzo Ardila)

3:30-4:20pm
"La maleta y me voy para mi casa"
(contreras)



- Use positive discipline as a tool to stimulate vocabulary enhancement through: agreements, negotiation, decision making, argumentation, and the understanding of consequences for their actions.



- Interactions are made from play, exploration and research.
- Teachers design spaces where children find invitations to manipulate materials enriching their knowledge construction.
- They are challenged to express what they think and feel, motivating the acquisition vocabulary in a conscious, clear and familiar way.



- Our training program includes meetings, workshops in various aeioTU educational experience topics and guidance on specific subjects.
- We rely on life at the center as the reason to build a reflection and constant feedback culture.



- Teachers listen and analyze what children need to learn.
- Take into account the learning objectives of the communicative, cognitive, creative, emotional and physical dimensions.
- Design pedagogical plans to organize dynamics with children.



- Opening our classrooms to families to share their experiences and interests with children, hence becoming partners in the co-creation of knowledge.



- Organizing celebrations and inviting families to join us.



- Inviting families to participate in workshops on various educational, nutrition and pedagogical topics, in order to promote similar strategies at home, thus strengthening the child's development.

Research to practice: improvements in aeioTU

- Maintenance procedures
- Change our list of materials
- Guide our training program
- Strengthening of the curriculum
- Work with all children since birth
- Improve socio-emotional curriculum, training and practice





Dibujo "Nuestro Parque"
Anishaday Perez 2-4 años – centro aeioTU La Playa

Thank you